EVALUATION

Evaluation is essential to the management of your communications program. It enables you to determine if your program implementation was effective and if your program met its original objectives. Armed with the results of your evaluation, you can make decisions about modifications needed to improve the initiative. In addition, an effective evaluation can increase the program's credibility within your community and with current and future funding sources.

Note: Your evaluation plan should address all elements of your program. While assessing changes in awareness and attitudes is a vital element of the overall evaluation, you also need to assess the extent to which your program achieved its predetermined goals and objectives (e.g. number of coalition members and messages distributed).

There are four main types of evaluation:

- Formative evaluation
- Process evaluation
- Impact evaluation
- Outcome evaluation

You should consider all of these in your planning, however, process and impact evaluation deserve the lion's share of your attention.

The purpose of this chapter is to answer some questions about the evaluation process, and to provide a quick reference guide for each component of the evaluation process (formative, process, impact and outcome).

Frequently Asked Questions on the Evaluation Process

Must we define our target audience to effectively evaluate our "*It All Adds Up*" communications program?

In order to get the best results from your communications efforts, it is important to target your communications. Targeting "everyone" in your community is an inefficient use of limited resources, because not all people will be able to adopt the behaviors you are promoting and some people are more likely to be moved by the messages. Consider the following questions when defining your target audience and see Tabs C, D, and F (italladdsup.gov) for additional help.

- Whose increased awareness and understanding of the *It All Adds Up* messages will get you the most reductions in emissions and congestion? In what timeframe?
- Given available resources, how extensively can you disseminate the messages?
- Given available resources, what can you track cost-effectively?

It All Adds Up messages are appropriate for everyone, however, active licensed drivers are the primary target audience, because they are in the best position to improve air quality and reduce traffic congestion through changes in their driving routines. Although the messages are less relevant to non-drivers, students and especially teenage drivers are an important target audience, because they are in the process of developing their attitudes and habits regarding driving. Communications programs that focus on teenagers merit a separate evaluation; trying to capture their opinions in a general public study is unrealistic.

Some of you may want to target the *It Adds Up* messages to commuters who do not drive, with the objective of reinforcing their public transportation habits. In these instances, your sampling and interviewing procedures would include non-drivers who use public transit.

The media you use inherently defines the target audience. For example, if you make a strategic decision to use only newspaper advertising, your target audience is thereby defined as newspaper readers. If you decide to survey your whole community, ask whether they read the newspaper and treat people who do not read the newspaper as a control group. You may find significantly higher awareness among newspaper readers than non-readers.

Where can I obtain a brief primer about opinion and market research?

The American Statistical Association has a series of “Brochures about Survey Research” that answer many of the general public’s frequently asked questions about research and provide ethical guidelines for statistical practice. These brochures are available from the Web site at http://www.amstat.org/sections/srms/whatsurvey.html.

Where are other good sources of information about opinion and market research?

The following Internet sources include information about opinion and market research practices, ethics, as well as directories of research suppliers, including telephone survey suppliers, focus group facilities and moderators, and sources of sampling information. You can supplement this list with searches on “opinion research” or “market research.” Check your local business directories under “market research and analysts” for suppliers located near you.

- **American Association of Public Opinion Research**
  Includes guidelines for public disclosure of survey results, a code of ethics, and a directory of research suppliers.
  http://www.aapor.org/
- **American Marketing Association**
  Includes a wide variety of information about marketing and marketing research, including articles about research techniques, sampling, and a directory of research suppliers.
  http://www.marketingpower.com/
- **Council of American Survey Research Organizations**
  Includes a “Surveys and You” section with frequently asked questions, a code of ethics, and a directory of members.
  http://www.casro.org/
- **Dodd’s Directories, Inc.**
  A directory of market research suppliers.
  http://www.focusgroups.com/

- **Jefferson and Associates Directory of Focus Group Facilities**
  A directory of focus group facilities and moderators.
  http://www.focusgroupfacilities.net/
- **Marketing Research Association**
  Includes the Blue Book research services directory, a code of ethics, and information about the data collection industry.
  http://www.bluebook.org/
- **New York American Marketing Association GreenBook**
  A commercially compiled directory of market research suppliers.
  http://www.greenbook.org/
- **Qualitative Research Consultants Association**
  Includes frequently asked questions about qualitative research and a directory of members.
  http://www.qrca.org/
- **Quirk's Marketing Research Review**
  Includes articles on a wide variety of research topics and a directory of research suppliers.
  http://www.quirks.com/
- **World Opinion**
  Includes articles on current topics in research, a glossary of research terms, and a directory of research suppliers.
  http://www.worldopinion.com/
- **@ResearchInfo**
  Includes a Market Research Roundtable discussion forum, where you can post questions about research, and a directory of research suppliers.
  http://www.researchinfo.com/

Frequently Asked Questions On Formative Evaluation

We think we understand the opinions of our key audiences about air quality and traffic congestion. Do we need to do formative evaluation (i.e. intercept surveys, focus groups or in-depth interviews) to help develop our communications program?

You want your messages to resonate with your audiences. Formative research helps you evaluate and refine your strategy and messages, and reduces the risk of mistaken assumptions. It also allows you to explore your target audiences' general knowledge and attitudes.

- If these are new messages for your audience, it's important to get feedback on their reactions. How much formal formative evaluation research you will need depends on how much risk you can afford to take.
- Check the research that was done for the *It All Adds Up to Cleaner Air* strategy and messages (Tabs C and M) and decide if that satisfies your tolerance for risk.
- At least, get an informal assessment from a few people who are part of your target audience, but not involved in your program.

If we decide to do focus groups, how many groups should we conduct?

One or two groups are better than none. Three or four groups allow a variety of perspectives to emerge and are sufficient for most projects. Five groups or more typically yield diminishing returns, unless you have multiple audiences that are very different from each another.

How are focus groups typically structured?

Traditionally focus groups include from 8 to 12 participants and last for 90 to 120 minutes. Mini-groups of four to five participants that last for 60 minutes work well in many cases, particularly when you are looking for feedback on specific messages or promotional materials. A moderator directs the discussion using a topic guide of open-end questions (i.e., questions that are difficult to answer with one or two words).

How are focus group participants recruited?

Professional focus group facilities maintain lists of people interested in participating. They also will telephone households at random to recruit participants. Typically, group participants do not know one another and have been screened to match the profile of your target audience (adult drivers). They are offered a cash incentive to participate.

Groups of people who know one another can be used, but are not recommended (people from the same club, committee, religious group, workplace, athletic team, etc.). While this approach can be convenient and reduces expenses, such groups typically do not provide the variety of independent experiences and attitudes that make focus groups so rich and interesting.

Who should moderate our focus groups?

If you have the resources, use a professional focus group moderator. Many are listed in directories of research professionals on the Internet (listed earlier in this section). If you need to use an internal person as a focus group moderator, select someone with excellent listening skills who is able to guide a discussion without sharing personal opinions. An internal person may find it difficult to disassociate herself/himself from the topic of clean air and congestion.

How do we use the focus-group-research findings?

The key is in the planning. As a first step, list the decisions you are facing and the range of possible actions you might take. Then make certain the questions in your topic guide address these options. The purpose of the group discussions is to stimulate your thinking and provide insights that will give you greater confidence in the decisions you make. (Remember, research doesn't make decisions; decision makers do.) Once the groups are completed, discuss and document your insights. Relate your insights to the list of decisions you are facing and the range of your options, addressed in your strategic communications plan (see Tab F).

We can't afford professionally conducted focus groups. What should we do?

Remember your objective is to reduce the risk of making false assumptions. Take whatever steps you can afford to increase the probability of making good decisions during the formative stage of your program.

- Ask a communications professional in your community to react to your ideas.
- Informally share your plans, messages, and materials with people who are not familiar with what you are trying to do. You can use an "on-the-street" intercept approach or bring together a small group of employees at a local business or students at a local college. Listen to their reactions.
- Recognize the risks of an informal approach. Poorly executed and interpreted research can be misleading and increases the risk of making bad decisions.

QUICK-REFERENCE GUIDE: FORMATIVE EVALUATION

What	Provides information on the strengths and weaknesses of initiative strategies, messages, and materials.
Why	The results help you refine your planning process, messages, and materials before moving forward. Formative research allows you to explore general knowledge, attitudes, and behaviors of your target audience(s).
When	During the planning phase of a communications program, particularly when new materials are being developed.
How	Obtained through pre-campaign surveys, focus groups and individual interviews with members of the target audience(s), gatekeepers, and other community leaders.
Who	Consider hiring a professional focus group moderator and using a focus group facility with an observation window. May also be done informally with people not involved in the program.
Costs	The out-of-pocket costs can range from $5,000 to $8,000 per focus group, depending on the market, the characteristics of the group, the incentives offered for participation, and the methods used to recruit participants.
Toolkit Resources	• Who Am I Trying to Reach? (Tab C) summarizes the findings of the formative research conducted in the development of the *It All Adds Up to Cleaner Air* initiative. • How Well Do I Understand My Community? (Tab D) has guidelines on how to analyze the issues and includes examples of a focus group moderator's guide, participant screener, and participant information sheet. • How Do I Develop a Road Map? (Tab F) shows how formative evaluation fits into the total program flow. • Research Results (Tab M) gives greater detail on the formative research conducted in support of the *It All Adds Up to Cleaner Air* initiative.
www.italladdsup.com	• Ask questions and raise issues in the Exchange section. • The Download Center includes a sample focus group moderator's guide and a focus group participant screener. • Submit findings of your formative evaluations and share results in the Reporting and Information Sharing section.
Bottom Line	If you have developed new materials or new ways of presenting old materials, test them with focus groups before you finalize the design. Look before you leap.

Frequently Asked Questions On Process Evaluation

We have a good communications plan in place with clear objectives, strategies, and tactics laid out. Why should we bother with the extra step of process evaluation?

Process evaluation provides a checklist to help you focus on what needs to be accomplished, which helps you get the job done. It creates accountability for meeting specific objectives, which can be an effective motivator.

A process evaluation for a communications program does not need to be elaborate or complicated. Keep it simple by updating your progress at least once a month. Periodically, assess your objectives and modify them, if necessary. Share the results with the people involved in your program as well as with other *It All Adds Up* community partners.

As an *It All Adds Up* community partner, we are encouraged to share our process evaluation objectives and progress with other community partners through the Web site. Why should we do this?

The major benefit of the *It All Adds Up* community partnership program is the synergy that results when individual partners share their experiences in planning and executing similar communications programs. The sharing process provides partners context for evaluating their progress against their objectives. And submitting information about your program is simple and easy to do! Just go to www.italladdsup.gov/exchange.

QUICK-REFERENCE GUIDE: PROCESS EVALUATION

What	Tells you how the program is operating and if you are generating responses from your intermediaries, such as employers and the media. It tracks tasks, procedures, and activities conducted as part of your plan, including activities conducted by coalition members.
Why	Pushes you to set objectives. Provides an assessment of how well you followed your plan. Helps you make adjustments so your initiative runs more efficiently and effectively.
When	During the implementation phase of your program.
How	Establish measurable objectives for activities that are important to you. These objectives should reflect your priorities as well as steps you consider key to the success of your program. Put in place simple systems to track your performance, such as the sample Process Evaluation record-keeping forms at the end of this section. Consider setting objectives and tracking performance for activities such as: • Linking your web site to www.italladdsup.gov • Number of government, non-profit, and business partners • Types and numbers of products, materials, and messages distributed to each partner • Number of times partners have used the messages (e.g., in talk show appearances, public presentations, speeches, exhibits, billboards, newsletters, etc.) • Number of households reached by partner-sponsored messages • Number and type of media/PR outlets you have contacted • Types and numbers of products or materials distributed to each media/PR outlet • Number of times media/PR outlets have used your messages • Print circulation or number of viewers/listeners reached through media/PR outlets • Number and type of advertising outlets asked to place ads for free • Types and number of ads you sent to advertising outlets and requested free placement • Number of PSAs placed and their reach • Number and type of advertising outlets carrying paid ads • Types and number of ads for which you bought placement • Number of times the ads have run • Print circulation or number of viewers/listeners reached through paid advertising • Number of inquiries received from your target audience(s) • Number of staff and volunteer hours spent on the project • Program expenditures • Cash donations and dollar-value of in-kind support for your initiative

Who	Usually conducted by program staff using simple record-keeping/tracking systems (sample record keeping forms are available in the *italladdsup.com* Download Center). Media and Web-site monitoring services are available to collect and/or analyze media coverage of your program.
Costs	Can range from staff labor hours to fees for media-monitoring and Web-site-monitoring services.
Toolkit Resources	• How Do I Develop a Road Map? (Tab F) shows how process evaluation fits into the total program flow. • Sample record-keeping forms
www.italladdsup.gov	• Ask questions and raise issues on the "Exchange." • Learn about Community Partner progress in the Success Stories section. • Download sample record keeping forms from the Download Center • Share process evaluation progress reports in the Reporting and Information Sharing section.
Bottom Line	Set objectives for core tasks and record your progress on a monthly basis. Share your progress on www.italladdsup.gov on a regular basis. Keep in touch with the progress of your partners in the *It All Adds Up* initiative.

The types of process evaluation tracking mechanisms you use will depend on the specifics of your communications program. The following chart contains examples of record-keeping tools to help you answer process-related questions.

QUESTION	HOW TO MEASURE	HOW TO USE INFORMATION
How many copies of initiative materials were delivered to each distribution channel?	• Regular inventory of materials	To keep an accurate count of materials available
Did your coalition members distribute/use initiative materials?	• Follow-up telephone calls to coalition members	To determine if coalition members are effectively using and distributing materials
Did your coalition members complete tasks for which they were responsible?	• Survey of coalition members • Review of meeting minutes	To modify assignments or responsibilities, as appropriate
Did the media use the materials (e.g., PSAs/paid ads, press releases, etc.) provided?	• Audit of publications • Media monitoring services (e.g. Burrelle's press clipping service or Video Monitoring Service) • Follow-up telephone calls	To track media coverage and to determine if additional lead time or coalition-member involvement are required to encourage use of the materials
If your materials included a contact phone number or Web address, how often did your target audience contact you, and how did you respond?	• Form to track phone inquiries and length of time taken to reply • Web site tracking form or hit counter	To determine if and how the information is reaching the target audience(s)
How many people were exposed to the message(s) through program activities?	• Event attendance records, such as sign-in sheets and head counts •Print circulation and viewer/listener information	To measure the number of participants reached through specific activities

How much time was devoted to planning and implementing the initiative?	• Track number of staff hours (paid and volunteer)	To determine how staff allocated their time and make decisions regarding future use of staff
Were the funds designated to implement the program sufficient?	• Track budget requests and expenditures	To ensure the budget is being allocated effectively
Were activities completed on schedule?	• Develop program timelines and track schedules	To determine if deadlines are being met

Frequently Asked Questions about Impact Evaluation

Why are we encouraged to use the impact evaluation questionnaire developed for the *It All Adds Up to Cleaner Air* initiative?

Through extensive research and testing, the federal partners learned quite a bit about the kind of questions that can (and cannot!) yield meaningful information on the effectiveness of transportation and air quality public education programs. Therefore, the impact evaluation questions are aligned with realistic objectives of changing awareness, knowledge, and attitudes about transportation choices that contribute to cleaner air and reduced traffic congestion.

Using the standardized questions will save you the time and expense of question development. Review the annotated questionnaire (at the end of this section) for an explanation of the purpose of each question. Then edit the questionnaire to meet your specific program evaluation needs. Different versions of the questionnaire (in MS Word format) are available at the Download Center of italladdsup.gov.

Community partners will be encouraged to share the results of their evaluation research with one another on www.italladdsup.gov/exchange. Clearly, comparisons will be facilitated where the same questions have been used.

Whom should we survey?

The target audience for the *It All Adds Up* messages is active licensed adults. Determine if this is your target audience. Only survey those whom you plan to expose to your messages, or use those who are not exposed as your "control" group and increase your sample size.

Why do you recommend a telephone survey? Are there other ways to gather meaningful information about our program's impact on our target audience?

A telephone survey is the most common method for conducting impact research, because it works well in collecting data on awareness and knowledge, as well as attitudes. It offers considerable control over how respondents are selected, can be completed in a reasonable time period, and its procedures can be replicated.

Other possible methods include a mail survey, a self-administered questionnaire to a group of people, an intercept survey, a door-to-door survey, and a Web site-based survey.

Each method has its strengths, weaknesses and cost considerations. In consultation with a research professional, determine the best approach for your evaluation surveys.

How do we get a list of telephone numbers to call to conduct a telephone survey of people in our community?

There are companies that serve the survey research industry by preparing lists of telephone numbers for this purpose. For help in locating a company, use one of the directories referenced earlier in this section or your local business directories under "market research and analysts."

There are two types of lists:

- Listed telephone numbers that are based on sources (such as telephone directories) where the telephone number is associated with a particular address. The percentage of non-working numbers is lower than with RDD lists (see below).

- Random digit dialing (RDD) lists are designed to include people with unlisted or unpublished telephone numbers. A percentage of the numbers on these lists will be non-working numbers or businesses. Some of the people contacted may be outside the geographic area of interest to you.

Neither of these approaches reach households that rely solely on cellular telephones (or have no telephones at all). Telephone exchanges dedicated to cellular calls are typically omitted from telephone survey samples.

How confident can we be that a survey of a small number of people accurately reflects the awareness and opinions of our community?

The laws of probability tell us how likely a sample of a given size represents the total community. Relatively large samples of your target audience (e.g., 500 people) are needed to demonstrate modest changes in awareness, knowledge, and attitudes. Specifically, we can be confident that 95 percent of the time the results of a survey of 500 people will be within four percentage points of the actual value for the total community. In other words, if the survey result was that 50% responded "yes," we can be 95% confident that between 46% and 54% of your community would have responded "yes."

The larger the sample, the smaller the margin of error will be, as the following table shows:

Sampling Margin of Error 95 percent confidence level For results at or near 50%	
Sample Size	Margin of Error
50	Plus or minus 20 percentage points
100	Plus or minus 10 percentage points
200	Plus or minus 7 percentage points
300	Plus or minus 6 percentage points
400	Plus or minus 5 percentage points
500	Plus or minus 4 percentage points
600	Plus or minus 4 percentage points

700	Plus or minus 4 percentage points
800	Plus or minus 4 percentage points
900	Plus or minus 3 percentage points
1,000	Plus or minus 3 percentage points
2,000	Plus or minus 2 percentage points

The calculation of the margin of error takes into account the size of the sample, the survey result, the size of the community, the level of confidence, and how the sample was stratified or weighted. Consult someone with knowledge of statistics for greater detail. The American Statistical Association Web site also is a good source for information about sampling and statistical questions.

In most cases, an estimate that is within four percentage points is sufficient for the analysis of awareness and attitudes. A sample of 500 respondents provides this. A sample of 500 is suitable because the way statistics work, the sampling error for a sample of 500 people will be close to plus or minus four percentage points whether the size of your total audience size is 2,000 people or 2.5 million people.

How much of a change do we need to see from the benchmark (pre-campaign) survey to the tracking (post-campaign) survey to be confident that the shift is due to a real change and not to sampling error?

The answer varies depending on the size of the samples. If both surveys were with 500 people, a change of more than six percentage points (i.e. from 50% to 57%) would be considered statistically significant, that is, not likely to be the result of sampling error (95% confidence level, answers at or near 50%). With sample sizes of 200 people, any change of more than ten percentage points (i.e. from 50% to 39%) is considered statistically significant. Smaller changes would not be considered statistically significant.

The formula for evaluating changes is different from evaluating sampling error, so a different table is provided. The following table illustrates the difference needed between two survey results to be 95% confident that the difference or change is significant, that is, not likely to be a result of sampling error. The figures in the table assume similar sample sizes for each survey, results at or near 50%, a large universe, no weighting, and a 95% confidence interval. A statistician can help you determine the appropriate statistical tests to use in the analysis of your survey.

Percentage Point Change between Survey Results to be Considered Significant 95 percent confidence level For results at or near 50%	
Sample Size for Each Survey	Needed Difference
50	20 percentage points
100	14 percentage points
200	10 percentage points

300	8 percentage points
400	7 percentage points
500	6 percentage points
600	6 percentage points
700	5 percentage points
800	5 percentage points
900	5 percentage points
1,000	4 percentage points
2,000	3 percentage points

In determining your sample size, think about what you would consider to be a reasonable amount of change to expect, and a change that would influence your decision-making process. Be realistic, so you don't set yourself up for failure. For example, if you would only consider your program successful if you got changes of ten percent or more, and you think that is realistic, then you only need 150 respondents. However, the likelihood of changing awareness and attitudes is more in the range of two to five percent, therefore, a sample size of 500 – 2,000+ is usual for these kinds of surveys.

QUICK-REFERENCE GUIDE: IMPACT EVALUATION

What	Determines the short-term (2-5 yr.) effects of your program on the target audience(s), such as increases in awareness and knowledge or changes in attitudes.
Why	While changed behavior is the desired outcome of public education campaigns, it is not rational to measure more than their impact on awareness, knowledge, and attitudes. A well-planned impact evaluation can help you determine if you met your objectives, assess the overall success of your initiative, and make knowledgeable choices about the future of your program (e.g. modifications or changes in emphasis regarding your strategy, messages, materials, or activities).
When	Doing baseline research before the program and tracking research during and/or soon after the program is necessary to identify changes.
How	• Work with a professional to design your survey. • Identify who will handle the data processing and analysis. Have that person review the questionnaire format before you begin. • Think through the analysis plan and report outline to make certain you have the questions needed to tell your story. • Pretest your survey with 10-20 members of your target audience and make any necessary adjustments. • Conduct a pre-campaign survey to establish a baseline of awareness, knowledge, and attitudes. • Based on these findings, establish your objectives for change. • Conduct a post-campaign survey during and/or soon after the campaign has ended. • Compare the results of the pre- and post- surveys to measure progress against your objectives. • Use the findings to modify your initiative messages, materials, and activities, as appropriate.
Who	As resources allow, involve a professional research consultant to manage the survey, determine the best survey methods, design a sampling approach, supervise the interviewing, handle the data processing, and do the analysis. Even if you have limited funds, we strongly recommend that you work with someone trained in impact evaluation. You could hire a consultant or contact a local college or university to determine if they have a research department that might conduct the evaluation as part of a class project or at a discounted price.
Costs	Out-of-pocket expenses for a pre-campaign telephone survey can range from $8,000 to $15,000 per survey, depending on variables such as how many people are interviewed, the length of the interview, and the difficulty in contacting respondents. The same costs will apply to the post-campaign survey.

Toolkit Resources	• Who Am I Trying to Reach? (Tab C) will help you define your target audience. • How Do I Develop a Road Map? (Tab F) shows how impact evaluation fits into the total program flow.
www.italladdsup.gov	• Ask questions, raise issues, and share questionnaire results on the "Exchange." • Download the evaluation questionnaire from the Research Section of the Download Center. For your convenience, the questionnaire is available in multiple formats (telephone survey, mail survey, and intercept survey).
Bottom Line	Allocate a portion of your budget for impact evaluation, using pre- and post- campaign surveys to measure shifts in awareness and opinions. If you cannot afford telephone surveys, consult with a research professional to identify creative ways to track the impact of your program.

Frequently Asked Questions on Outcome Evaluation

We are expected to justify our efforts based on how much our communications program contributes to improvements in air quality or reductions in traffic congestion. However, you discourage basing our communications program evaluation on long-term behavior change. How do we respond to the people who want proof of changes in behavior resulting from our communications program?

Appeal to their common sense. We know that changes in awareness and attitudes – which we can measure using timely and cost effective research tools – are precursors to changes in long-term behavior.

However, isolating the impact of a communications program and proving its effect on long-term behavior requires considerable resources that can equal or exceed the cost of the communications program. This is not a prudent use of limited resources.

Then how can I describe the value of our public education effort?

The first question you need to address is the value of reaching your objectives. For many social and environmental change programs, the value is expressed in millions of dollars in averted costs. Most of these objectives cannot be achieved without some type of outreach or communications program. But we also know that communications alone won't achieve the objectives. Effective laws and enforcement, economic incentives, and the availability of technology, interact with many other factors, including the weather and population trends over which your air quality outreach program has no control.

Figuring out the weights to assign each variable is very difficult, the process takes a long time, can be very expensive, and you typically will end up with significant unexplained variance.

Is your air quality outreach cost effective? To start answering the question, collect the following basic information:

What are your objectives?
What is it worth to accomplish those objectives? (Is it worth $10 thousand or $10 million or $10 billion?)
What did the outreach cost in time and expenses?
What activities were done for those expenditures?
How many people were reached with what messages?
What was the profile of the people you reached?
What progress was made towards your objectives?

Having good answers to these questions is a starting point. Here's the tough question:

How likely were the outreach efforts to influence the progress towards the objective?

We apply a lot of common sense in answering this question. If your messages reached 10,000 drivers, claiming your messages changed the driving habits of 1,000,000 drivers is far-fetched. However, if your message influenced 3 swing voters in the legislature that led to the passage of an air quality bill, the effort could be considered extremely cost effective. Targeting of your outreach efforts is an important way to increase its cost effectiveness.

If your objectives require that people be aware of and understand certain points before they modify their behavior, your objectives won't be achieved without an outreach program. The challenge is to make that outreach effort as cost-effective as possible.

QUICK-REFERENCE GUIDE: OUTCOME EVALUATION

What	Assesses the long-term (5-10+ yr.) results of the program, such as a decrease in traffic congestion or an improvement in air quality.
Why	To prove the ultimate value of the program.
When	After years of conducting the program.
How	Outcome evaluations require a complex methodology because the outcomes of a particular initiative are difficult to distinguish from the effects of other outside variables (e.g., other initiatives in the community, media coverage, changes in employment, changes in land use, highway conditions, the economy, smokestack pollution, etc.).
Who	Such evaluations may be part of long-term, large-scale government research, beyond the scope of the *It All Adds Up to Cleaner Air* initiative.
Costs	Outcome evaluations are usually expensive because of the challenge of demonstrating a cause and effect relationship while holding other variables constant.
Toolkit Resources	• How Do I Develop a Road Map? (Tab F) shows how outcome evaluation fits into the total program flow.
www.italladdsup.gov	• Ask questions, raise issues, and post outcome research results on the "Exchange." • The Success Stories section shares some of the outcomes of Partner programs.
Bottom Line	Ultimately, an outcome evaluation provides the most important measure of the success of your program. Realistically, your evaluation resources will be more productively spent focusing on how well you meet your short-term objectives in your process evaluation and impact evaluation efforts. Be careful not to evaluate your communications program based only on long-term behavior changes.